

Chinese Language Education

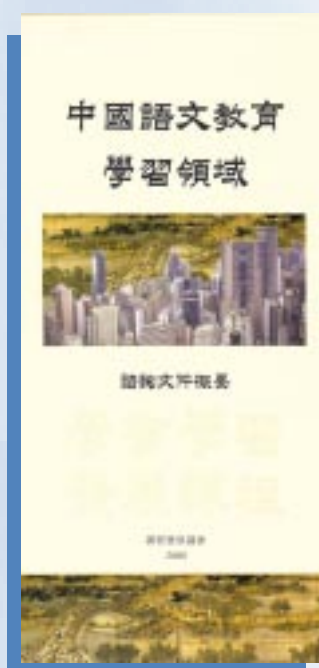
➤ *Position*

Chinese Language plays a fundamental role in learning, and language learning builds on the basis of the students' mother-tongue. The main purposes of Language Education are to enhance the development of students' language proficiency, helping them to master standard Chinese in writing, to speak Cantonese and Putonghua fluently and properly, to appreciate the beauty of language and to develop an interest in language learning; to develop students' higher-order thinking skills and improve the quality of their thinking; to mould students' temperament; to nurture students' senses in aesthetics, morality and culture; to shape their personality and eventually contribute to their whole-person development.

➤ *Direction*

The Chinese Language Education curriculum provides students with a comprehensive and balanced language learning experience. The following goals are proposed:

- To develop a balance of skills and integrated abilities in reading, writing, listening and speaking;
- To cultivate students' aesthetic sense and appreciation, and to increase the elements of Chinese Literature;
- To enhance moral and value education, and to cultivate students' knowledge and judgement through learning about Chinese culture;
- To develop students' ability and improve their quality in thinking skills, and to encourage the development of their independent, critical and creative thinking skills;
- To arouse students' interest in reading, so that they read more extensively, with wider range and in larger quantity, to increase their knowledge and vocabulary, and to widen their horizons and breadth of mind; and
- To meet the needs of society and students by developing diversified learning materials, and using them flexibly.



The Key Learning Area (KLA) of Chinese Language Education
Summary of Consultation Document

➤ *We hope that from now to 2005-06*

Our Students	Our Teachers
To develop P1-P3 students' listening and speaking skills as the major aim with focuses as follows	
<ul style="list-style-type: none">• Have more practice in listening and speaking, so that they can listen accurately and speak clearly• Have less recitation, but develop more knowledge and recognition of characters• Develop a habit in reading interesting articles and a love for reading• Read more simple literary works, to sense the rhythm of words and appreciate the beauty of images	<ul style="list-style-type: none">• Provide more opportunities for students to listen and speak, and to build up more vocabulary so that they can express themselves better orally• Cultivate students' interest in recognising and writing characters, and help them to appreciate the beauty of Chinese characters• Help students to love reading and acquire preliminarily a reading habit• Lead students to learn rhythm through chanting simple literary work, and let them feel the rhythm of characters and the beauty of images• Listen to students, provide more opportunities and encourage them to express their own ideas freely, and never block the development of their thinking skills• Avoid too much practice, and untargeted chanting and recitation

To develop P4-P6 students' reading and writing skills
as the major aim with focuses as follows

- | | |
|--|---|
| <ul style="list-style-type: none">• Have more practice in reading and listening, to acquire vocabulary and life experience; be confident in speaking and writing• Appreciate the pleasure of reading and writing, and nurture an aesthetic sense• Acquire a thinking habit, develop imagination, and creativity and develop the consciousness of raising questions through reading | <ul style="list-style-type: none">• Let students acquire more vocabulary and life experience through reading and listening, and help them to become more confident in speaking and writing• Organise more activities to enhance students' development of pleasure in reading and writing, and nurture an aesthetic sense• Develop students' consciousness of raising questions, help them to acquire a thinking habit, develop their imagination and creativity through reading activities• Avoid too much practice, and untargeted chanting and recitation• Provide more life-wide learning and cross-curricular activities, and encourage students to learn language from the real living environment |
|--|---|

To develop S1-S3 students' integrated language skills as the major aim with focuses as follows

- | | |
|---|--|
| <ul style="list-style-type: none"> • Acquire the habit of listening carefully, be confident and skilful in oral communication in various contexts • Become used to reading extensively and deeply with wider interest • Enjoy the pleasure of literary reading • Acquire the habit of independent thinking, and develop creative and critical thinking skills | <ul style="list-style-type: none"> • Help students to acquire the habit of listening carefully, and to be confident and skilful in oral communication in various contexts • Provide more different activities to enhance students' appreciation of the pleasure of reading and writing, and nurture an aesthetic sense • Help students to enjoy the pleasure of literary reading • Use more integrated language activities to help students to acquire the habit of independent thinking and develop creative and critical thinking skills • Provide more life-wide learning and cross-curricular activities, and encourage students to learn language from the real living environment |
|---|--|

To develop S4-S5 students' integrated language skills and diversified language skills as the major aim with focuses as follows

- | | |
|--|---|
| <ul style="list-style-type: none"> • Express themselves and communicate with others positively and effectively in various contexts • Widen the scope and improve the quality of their reading • Respond to the feelings and thoughts expressed in literature, and develop a moral sense • Explore the sense of national cultural identity through reading texts and viewing audio-visual material • Develop individual interests and strengths in different strands and specific items in language learning | <ul style="list-style-type: none"> • Provide various contexts to train students to communicate positively and effectively in different contexts • Encourage students to widen the scope and improve the quality of their reading • Assist students to explore the feelings expressed in literature, and develop a moral sense • Help students to explore the sense of national cultural identity through reading texts and viewing audio-visual material • Provide more opportunities and choices, and help students to develop individual interests and strengths in different strands and specific items in language learning • Provide more life-wide learning and cross-curricular activities, and encourage students to learn language from real life and in vocational environments |
|--|---|

➤ *Major Issues of Concern*

- **Adaptation to the changing concept of the curriculum:** The curriculum plan changes from one based on subjects to one based on Key Learning Areas. The organisation of the curriculum moves from independent passages to learning modules, from prescribed texts to open learning materials, and from classroom teaching to life-wide and cross-curricular learning. With this change of teaching models and in methodology, schools need a transitional period for adaptation in curriculum implementation.
- **Assessment for learning:** When implementing the new curriculum, schools need time to change their ideas and practices and to encourage a culture of "Assessment for learning" instead of employing the traditional modes of tests and examinations. Furthermore, public assessments and examinations have to be aligned with this too. Learning and assessment complement each other. The alignment between public examinations and learning-teaching-assessment in school will have a profound effect on the implementation of the curriculum as a whole.
- **Teacher education:** Faced with these changes in the concepts underlying the new curriculum and future developments in Chinese Language Education, teachers need various kinds of training to equip themselves for the future development of the curriculum.

➤ *Chineses Language Education Exemplars*

For illustration of effective language curriculum development and learning and teaching experiences, please refer to the folder of Exemplars of Curriculum Development in Schools, and exemplars in the curriculum bank (<http://cd.ed.gov.hk>)

The Chinese Language Education KLA Curriculum Guide will be published in 2002.